Livonia Public Schools LIteracy Plan - 35j

Since 2018-19 Livonia Public Schools has built a strategic plan for improving learning, with a focus on literacy learning. Wayne County passed a millage that allowed additional funds to be budgeted towards resources and professional development. We have applied for 11t, 35a, 23g, the Early LIteracy and the Benchmark Assessment grants. Our goal is to increase the number of students who are proficient on M-STEP at all grade levels, and reduce the number of students who are one or more grade levels below in reading.

With a focus on our youngest learners, we have put into place a plan to utilize funds from 35j to solidify the Guaranteed and Viable Curriculum Pre-K through fifth grade. The system needed to provide consistent professional learning for all staff is through the PLC model. All staff work in both district grade level teams and school level teams on each professional development day. In addition teachers are required weekly to work in their school level teams. We have found this the most effective way to ensure that all teachers are provided with professional development. Since 2022, our literacy plan to align our curriculum, assessment and instruction to improve literacy has included updating curriculum resources to meet the CCSS, providing professional development on best practice, aligning assessment with instruction, building teacher efficacy through PLCs and creating and growing an MTSS process.

Professional Development
Our professional development at Preschool, has been focused on the Early Literacy Essentials, developmental appropriate resources and instructional strategies through the adoption of new curriculum resources. Next year our plan is to have all preschool teachers participate in Orton Gillingham training. This is the current model that is being implemented in K-2 classrooms.

Our professional development at K-2 is to continue to make sure we have a Guaranteed and Viable Curriculum across the district. We utilize the Essential Literacy Practices to ground our teachers in best practices, along with the College and Career Standards, Next Generation Science Standards to write integrated units of study. As our Tier I curriculum began to be in place, we looked towards improving our phonics and word study curriculum. Orton Gillingham training has been provided to all K-2 to better align our phonics instruction.

Similarly, at the 3-4 grades, we will also continue to make sure we have a Guaranteed and Viable Curriculum across the district. We utilize the Early and 4-5 Essential Literacy Practices to ground our teachers in best practices, along with the College and Career Standards. This work led to writing integrated units of study. As our Tier I curriculum begins to be in place, we looked towards improving our phonics and word study curriculum through Orton Gillingham Morphology training being provided to all 3-4 teachers to better align our phonics instruction.

Lastly, grade 5, we will also continue to make sure we have a Guaranteed and Viable Curriculum across the district. We utilize the 4-5 Essential Literacy Practices to ground our teachers in best practices, along with the College and Career Standards. This work led to us adopting a new reading curriculum last year. As our Tier I curriculum begins to be in place, we

look towards improving our phonics and word study curriculum through training for fifth grade teachers to better align our phonics instruction.

Because we utilize the PLC model, we need to continue to train staff in how to work in PLTs and utilize data to ensure all students are learning the priority standards we have put into place. This training will include a PLC coach to work with teams to create and utilize formative assessments to differentiate instruction.

Updating Curriculum Resources

Tier I ELA Curriculum:
Prior to 2018-19 our K-6 schools utilized MAISA units but with little fidelity or consistency. Our scores were stagnant and there was little consistency across the district of 12 K-4 schools and 3 5-6 schools. After studying the College and Career Standards, Next Generation Science Standards and reviewing our state assessment results, a committee of teachers reviewed the curriculum resources available and determined writing K-4 integrated units would be the best choice for our district and looking at published resources would be best for 5-6.

K-4 integrated reading, writing and content area units provide students access to learning content through reading and writing.These units are currently in place for all grades K-4.

Through the textbook review process, teachers were provided professional development on CCSS with an emphasis on close reading and writing strategies. This professional development included using the Literacy Essentials 4-5, and College and Career Standards, Next Generation Science Standards. The committee piloted three resources and selected HMH IntoReading. Utilizing what we learned with writing our own units, coaches worked with teams to use the resource to teach what students need instead of following the book cover to cover. When teachers have high-quality instructional materials aligned with the Science of Reading, they can focus their time and energy on addressing the individual needs of each student.

In 2021, we utilized the PreK Essential Practices to provide professional development for our Early Childhood staff. They utilized that updated thinking about what students should be exposed to during the preschool years to review and update curriculum resources. After a year of study, the Early Childhood staff choose Creative Curriculum for their Infants through Young 5's curriculum. This resource is being used to create GVC for our youngest learners as they develop their pre literacy and numeracy skills.

This grant would provide our kindergarten through fourth grade students with access to more partnership texts for each unit, printed researcher's notebooks, materials for phonics learning, and providing them with more print books rather than electronic texts. It would also provide two years of consumable HMH books for fifth grade students to read and annotate in and response journals that align with their small group instruction.

Tier I Word Study Curriculum:
Once the consistent Tier I ELA curriculum was in place and professional development was provided, we reviewed the Word Study Program in 2021. During the pandemic, teachers began to use the on-line version of Words Their Way and found that it did not support the Essential Practices that were released in 2019. All elementary teachers were provided professional development around the Literacy Essential Practices.

Beginning in 2021, we adopted Orton Gillingham Word Study as our Tier I curriculum for K-2 teachers. We utilized grants to offset the cost of the training and the stipends to pay teachers to take the 30 hour training. In 2023, we added Orton Gillingham Morphology as our Tier I curriculum for grade 3 - 4. Teachers have been attending the training on their own time and getting paid for the training. Orton Gillingham will be utilized as the Word Study curriculum for our preschool students beginning in 2024.

This grant would provide funds to continue to train new teachers, support staff and administrators in OG. It would also provide training to our preschool staff. Beginning in the summer of 2024, preschool teachers, both for fee based preschool, GSRP and Young 5's teachers, would be required to attend OG training with an expected end date of June 2025. Third and fourth grade teachers would attend training for Morphology training during the 2023-24 and 2024-25 school years. Lastly it would provide materials for the multisensory phonics lessons.

This grant would provide funds to pay for the training, $1200, and the stipends beginning in October 2023. It will also provide funds for support staff to have access to the best practices training through IMSE.

Diagnostic Assessments and Small Group/Intervention
All k-6 schools provide students with a time to learn and practice the "just right" skills needed to grow. This small instruction time is built around using data to determine what students can do and can not do in reading. All students K-6 are assessed on the Tier I curriculum, Word Study skills through the PAST assessment and the i-Ready Reading diagnostic. The three assessments provide a rich picture of what students are able to do in the areas of Phonological Awareness, Phonics, Vocabulary, and Comprehension. This time allows for groups of students to receive extra teaching and reteaching on needed skills. Books and reading materials help teachers to differentiate those groups based on the data.

This grant would provide decodable texts, articles and readers for students to use both with their teacher and independently.

Professional Development
Professional development is a consistent and continual way for all teachers to receive the same training or learning. Since 2020, our teachers work in professional learning teams both at the district level and the school level. As a result of the pandemic, we created district teams to determine priority standards, curriculum pacing and common assessments. As school level

learning teams, they spend time taking that information and connecting it to how their students are performing. This model has ensured that all teachers are getting the same training and PD.

We utilize training with culturally responsive teaching and using literature to provide students with Windows and Mirrors. This training connects to reaching all students and making sure we are being proactive in our instruction and materials. Literacy has been and will continue to be a focus of our time in district teams. We have provided PD on:
Standards Based Teaching and Learning
The Literacy and Math Essentials
The Science of Reading
Formative Assessments
Small Group Instruction
Instructional Strategies and Engagement

This grant would provide funds to continue to provide all of our PreK- through 5 th grade teachers access to Shifting the Balance book that will be utilized in district teams professional development, stipends for teams to work in a books study around the book, and continued training in PLCs. We would also work with a consultant, Connie Hamilton, to provide training on improving instructional strategies in our classrooms. She also would work with school teams to do classroom observations and provide feedback on what was observed.